

Unit Planning Guide: Grade 3 Unit 1 of 6

Unit Title: Building Community	Pacing (Duration of Unit): 5/6 weeks (Weeks 1-5/6)
Grade: 3	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

(Standards to be assessed continuously: weekly/daily in italics)

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

SL.3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

WiDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.)

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, verbs, and adjectives in general and their functions in particular sentences.

L.3.1b Form and use regular and irregular plural nouns.

L.3.2c Use abstract nouns (e.g., childhood)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2b Use commas in addresses.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). moved from

RL.3.1 (Literature) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.1 (Informational) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- A respectful community promotes cooperation and positive interaction among individuals
- Communities take a multiplicity of forms and all communities share basic characteristics and needs
- Members of a community have rights, liberty, and responsibilities.
- Third graders work to grow and develop as independent readers, writers, listeners, and speakers for multiple authentic purposes.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What does it mean to be a member of a community?
- What is needed to build a successful community?
- How does working as a community help us to reach our goals?
- How do we learn about building community from reading, writing, listening, and speaking?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The steps of the writing process
- The essential components of a community
- The difference between informational & literary

Key Academic Vocabulary:

‘Building Community’:
 abstract nouns
 reasons
 collaborative discussion
 community
 cooperation
 liberty
 responsibility
 characteristics
 respecting differences
 compassion
 empathy
 main idea
 details

Skills: The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying the communities of which they are a member (Applying)
- Composing an opinion piece (Evaluation)
 - Introducing the topic or text they are writing about
 - Stating an opinion,
 - Creating an organizational structure that lists reasons (Creating)
- Applying grade-level phonics and word analysis skills in decoding words. (Applying)
- Determining main ideas and supporting details of a text read aloud or information presented (Evaluating)
- Asking & answering questions to demonstrate understanding of a text (Applying)
- Referring explicitly to the text as the basis for the answers (Remembering & Analyzing)

